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ABSTRACT

Reflecting an orientation to reading, language development, and students, this guide was drawn together to help give focus and direction to the efforts that are occurring in schools where people are studying the environment in which a child becomes a reader. An overview of the guide centers around the belief that a child will become a reader if he experiences many successes in his encounters with life and language through (1) having numerous life-like experiences that are of personal interest, worth, and meaning; (2) expanding his experiences in some ways that are natural extensions of his curiosity and involvement in the activity; (3) discovering the structure and style of his own language that contributes to the purposefulness, effectiveness, expressiveness, and the beauty of what he says and writes as he communicates with others, and discovering the same things through exposure to the language of many others; (4) gaining an understanding of what others are saying and writing and relating in personal ways to what has been communicated; and (5) acting in appropriate ways upon the ideas that he generates as he interacts with the thoughts of others. (HOD)

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A STUDY-ACTION PUBLICATION FROM

EKNE

for educators seeking renewed perspectives on reading

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BECOMING A READER

by

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A STUDY/ACTION PUBLICATION from the AMERICAN ASSOCIATION OF ELEMENTARY-KINDERGARTEN-NURSERY EDUCATORS

1201 Sixteenth Street, N. W.
Washington, D. C. 20036

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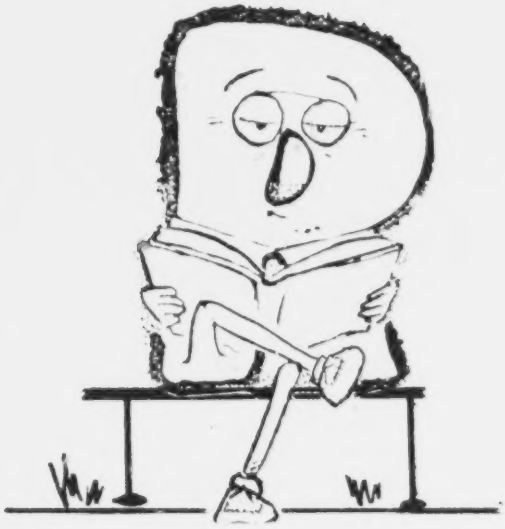
PREFACE



This study-action guide was originally prepared in a different format for use by teachers and administrators in Montgomery County Public Schools with whom the authors interact in their daily work. It is not an officially approved or adopted curriculum publication.

The guide was drawn together to help give focus and direction to the many thoughtful efforts that are occurring in schools where people are studying the environment in which a child becomes a reader. Needless to say, the guide reflects an orientation to reading, language development, and kids that is greatly needed on today's educational scene.

We would like to express appreciation to Marie De Carlo, Dorris M. Lee, and Roach Van Allen. Their inspiration and encouragement have strengthened our beliefs and guided our efforts in developing this study-action guide.

Special thanks are extended to Nancy Jackson, a co-worker, who offered many suggestions on how the original document could be made more meaningful.

Appreciation is also extended to Appleton-Century-Crofts Publishing Company, E. P. Dutton and Company, Inc., Encyclopaedia Britannica, Prentice Hall, Inc., and the Association for Childhood Education International for permission to quote from and adapt their materials.

The friendly reading characters throughout the guide are the creations of Mr. Tom Bourdeaux, Graphic Artist, Montgomery County Public Schools.

The ideas on how kids become readers are not sources for agreement or disagreement, but rather for reflection.

J.P.C. and D.W.P.

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Having numerous real-life experiences that are of personal interest, worth, and meaning - - - pp. 7-8

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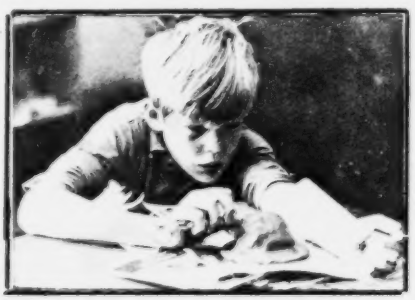

Make some personal commitments.

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HERE'S SOMETHING TO THINK ABOUT ---

...little or no lasting change will take place in the practices of teachers unless there is modification of their thinking, personal meanings, and behavior...

...modification in the thinking and behavior of teachers is more likely to occur if they participate in making decisions about the change and are actively involved in planning it.

...progress is most visible in schools where principals have skill in democratic leadership and group processes so that all members of the faculty are involved in planning and decision-making and where the principal has an understanding of elementary school curriculum.

...it is evident that many good practices should and could emerge if they are instituted and developed democratically. Three basic principles that demand attention are: involvement of all concerned, adequate preparation and continuous planning.

(Adapted from "How to Make Innovations Succeed--or Fail" by Maurice R. Ahrens in January 1973 CHILDHOOD EDUCATION Vol. 49, No. 4. By permission of the Association for Childhood Education International)

AND SOMETHING TO DO ---

First, become familiar with the guide -- the whole thing -- its intent and message, its ideas, suggestions, and questions.

Next develop some ideas for using this study-action guide in the most creative ways you can conceive so that changes may occur in the thinking, understandings, attitudes, and practices of your school's personnel, the result being ever-improving learning opportunities for each boy and girl to become a reader.

Then, get busy!

BUT, BEFORE YOU GET STARTED, POUR OVER THESE THOUGHTS THAT HAVE BEEN

Overheard . . .

"We all of us, teachers, parents, the government, society as a whole, seem to children to be saying two things. The first is, 'If we didn't make you read, you lazy good-for-nothing, you never would--but we are going to make you.' The second is, 'Reading is so difficult and so complicated and you are so stupid that unless we lead you into it tiny step by tiny step, like a blind man being led down a rough path, you'll never be able to figure it out.'"

(From the book, FREEDOM AND BEYOND by John Holt. Copyright 1972 by John Holt. Published by E.P. Dutton & Co. and used with their permission.)

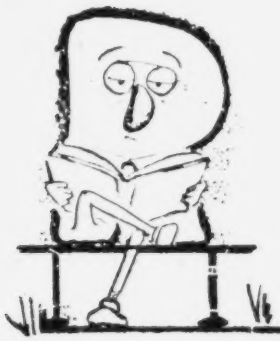
"Teaching children how to learn by themselves and encouraging them to continue learning and thinking and reading with unabated zest and curiosity seem far more desirable than the usual presentations of facts and conclusions. Even more important, however, is the need to build situations where the essential dimensions of understanding oneself and caring about one another will emerge. But the existing state of affairs is such that few teachers do these things and probably few know how. Further, they are not apt to learn these new behaviors unless their own attitudes, interests, and values change, and they probably will not function with the needed aplomb and élan unless their self-concepts improve."

(From the book, LEARNING TOGETHER by Elizabeth Drews. Copyright 1972 by Elizabeth Monroe Drews. Reprinted with permission of the publisher, Prentice-Hall, Inc.

"The goals of a broad language-arts experience cannot be broken up into reading goals, writing goals, speaking goals. Such fragmentation requires the young child to perform the most difficult task of the scholar-- to integrate learning into meaningful behavior. To take reading out of its rightful place in the complete language program is to ask children to do what is impossible for many of them. Further, it requires the teacher to use valuable time to put back together what did not need to be separated in the first place."

(From the book, LEARNING TO READ THROUGH EXPERIENCE by Dorris Lee and R. Van Allen. Copy right 1963. Published by Appleton-Century-Crofts Publishing Co. and used with their permission.)

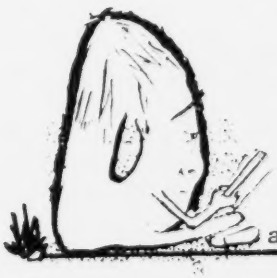
JOT DOWN YOUR BELIEFS ---



about kids _____

about the real world of kids _____

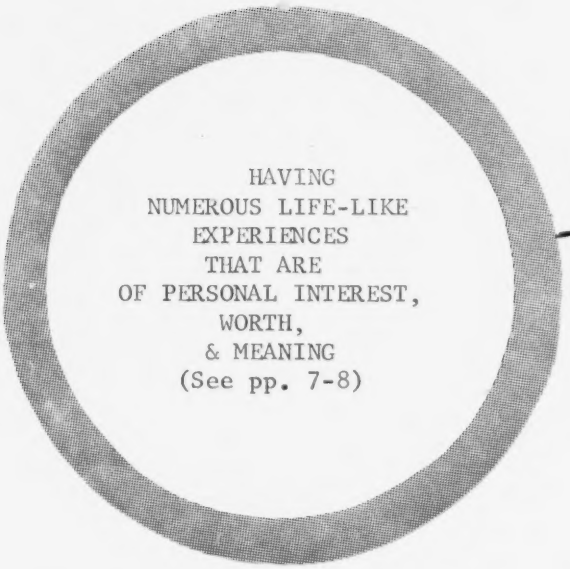
about learning _____

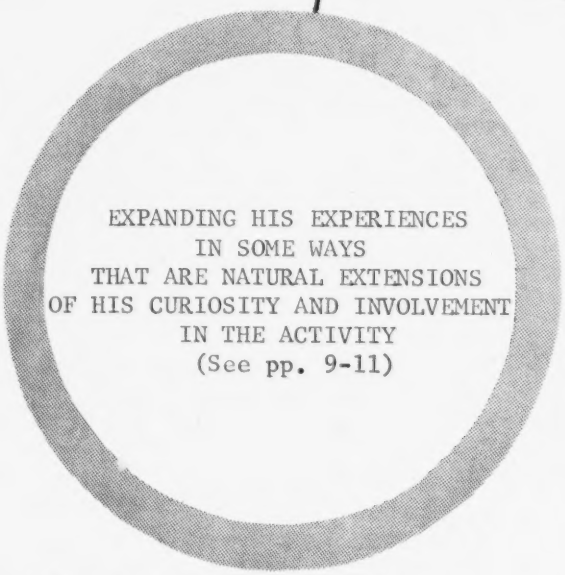


about the learning environment _____

GET THE GIST OF WHAT THIS STUDY-ACTION GUIDE IS ALL ABOUT: AN OVERVIEW ---

A CHILD WILL BECOME A READER IF HE EXPERIENCES MANY SUCCESSES IN THESE ENCOUNTERS WITH LIFE AND LANGUAGE

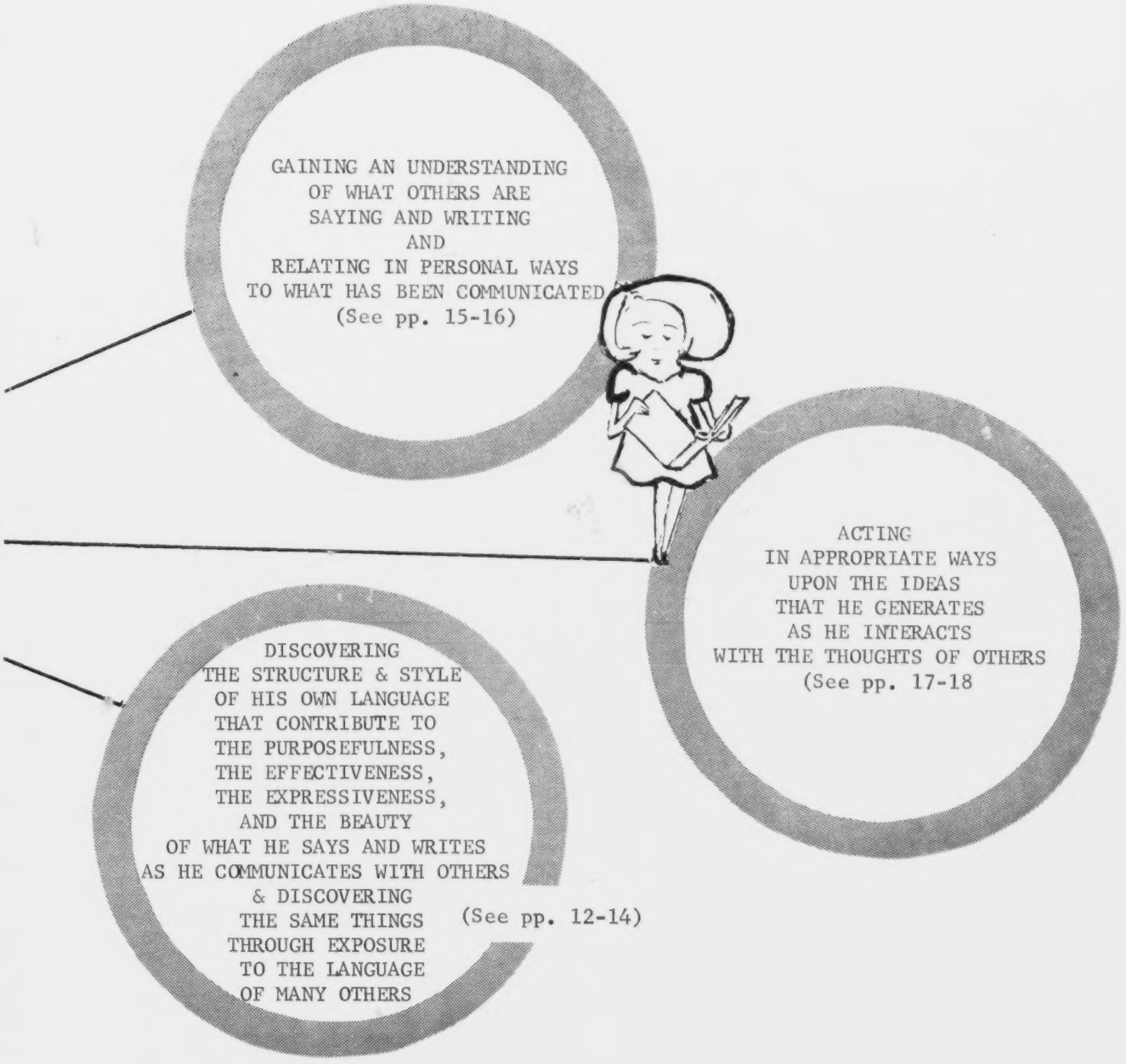




Recent research in language and reading growth suggests beyond a doubt that a child will not become a reader if he is thwarted in any one of the five encounters with life and language.

Each encounter offers a child unique opportunities to know himself and to experience his language in action. Collectively the five areas of encounter represent an integrative process for living and learning. A child who experiences this process in his daily life quite naturally becomes a reader.

The teacher who would facilitate reading growth will provide whatever personalized opportunities are necessary for each child to be successful. The teacher who understands kids in the process of becoming readers will think beyond simplistic ideas of methodology, technique, and materials. She will be searching for broader-based perspectives on how to build and maintain an environment that encourages each kid to use his own language (and the language of others) in ever more purposeful ways.

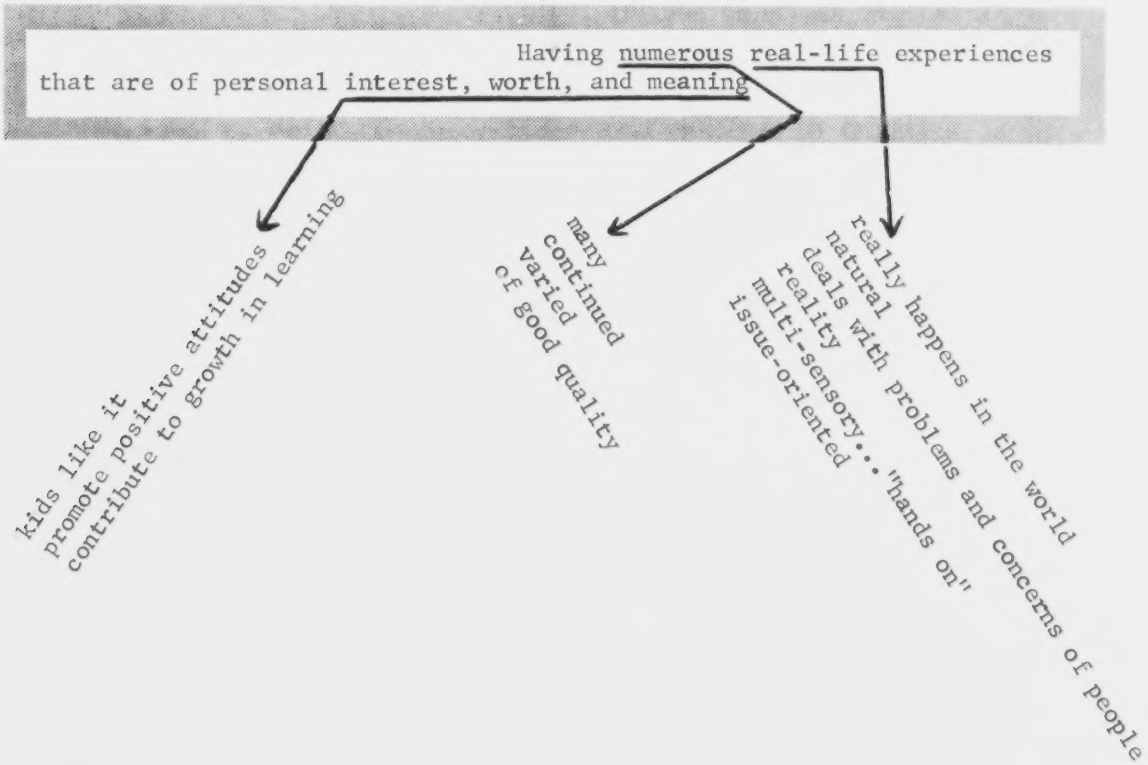


The yield of the process depends on the openness of the teacher to see possibilities about how this might happen in the classroom.

The yield also depends on how the child feels about himself as a person and as a learner -- and upon the value he places on investing himself in the process.

The emergence of language power depends on people and their efforts to communicate successfully. There is a human connection involved -- an organic concept of learning -- wherein each child strengthens his command of language by using it productively in pursuing his interests.

IN BECOMING A READER EACH CHILD NEEDS TO EXPERIENCE MANY SUCCESSES IN THIS ENCOUNTER WITH LIFE AND LANGUAGE:



EXPERIENCES FOR KIDS

constructing, building, making
trip-taking
experimenting
viewing
exploring
collecting
sensing: touching, tasting, smelling
talking with
investigating
making observations
appreciating
and...

SOMETHING TO THINK ABOUT

NO LANGUAGE WITHOUT EXPERIENCE AND NO EXPERIENCE WITHOUT LANGUAGE. WHAT DOES THIS MEAN TO YOU?

AN OBJECTIVE WORTH PURSUING

Given the experience of exploring the school grounds* with other interested classmates. the child will
wonder
raise questions
see possibilities for investigation
become intrigued
become aware of
and...

THINGS TO DO

Add to the list of EXPERIENCES FOR KIDS some things that you think are life-like. Share ways to include more of these experiences in each child's day.

Explore the community to discover some concerns of the people, some problems in the environment, and some tasks to be done. Make plans to take constructive action.

Find a natural way to learn about the interests, talents, and concerns of kids in your school.

Characterize an activity-oriented classroom environment where teachers and kids are co-inquirers and cooperative learners.

Share with other teachers the interests that your children are exploring in social studies, science, and the arts. Decide on how you could cooperate on multi-level projects. (Try planning various all-school themes.)

Plan ways for extending kids' interests in the fine and practical arts.

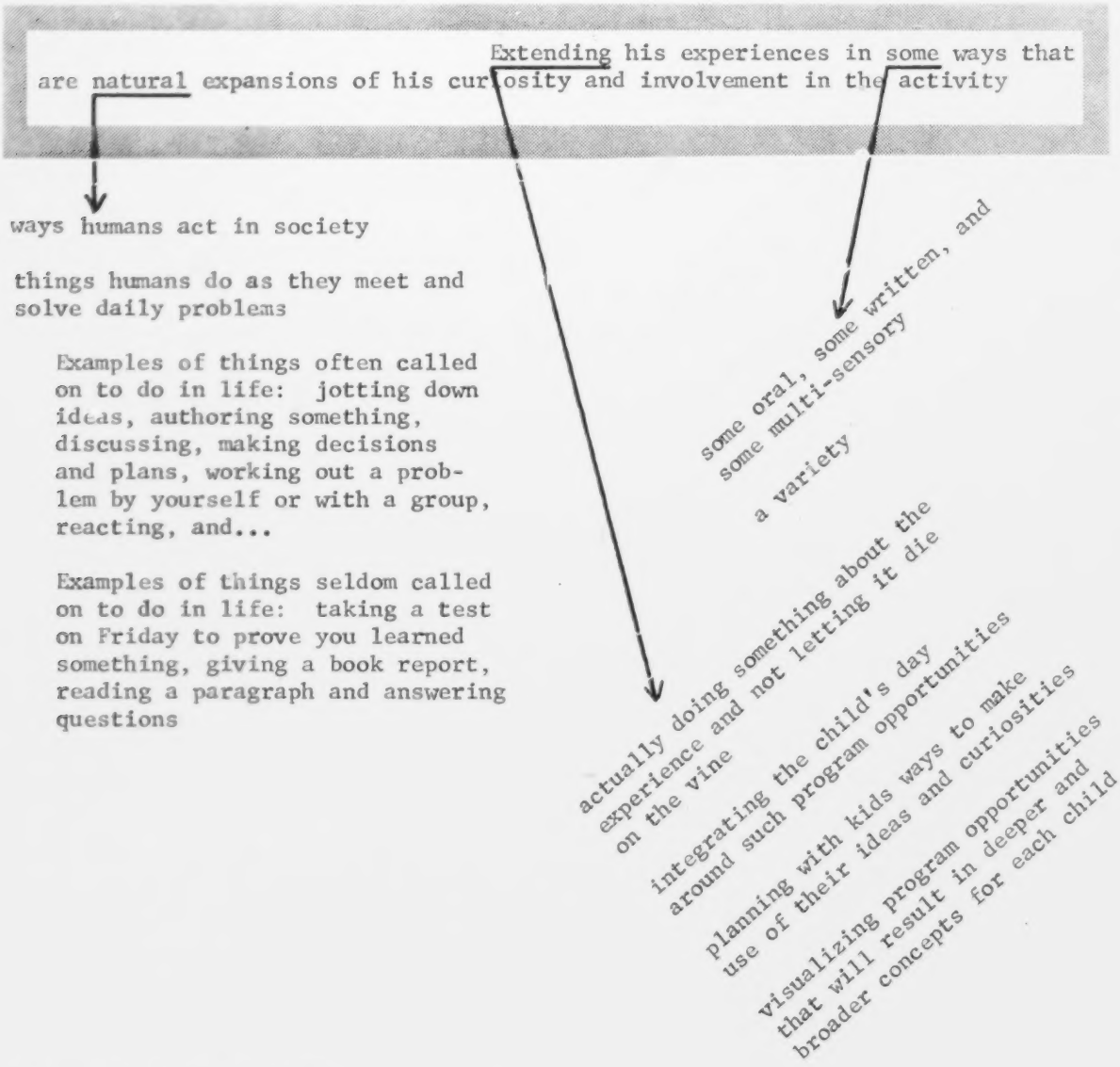
Look around your school for projects that need to be accomplished. Get busy and do something about them.

Try to agree on the top ten things that kids enjoy doing most. Use them as focal points for planning a curriculum.

Recall those real-life experiences that have contributed most to a child's growth. Share these.

(*For the sake of continuity, the exploration of the school grounds will be the project referred to in each section.)

AND IN BECOMING A READER EACH CHILD NEEDS TO EXPERIENCE MANY SUCCESSES IN THIS ENCOUNTER WITH LIFE AND LANGUAGE:


are natural expansions of his curiosity and involvement in the activity
Extending his experiences in some ways that
ways humans act in society
things humans do as they meet and solve daily problems
Examples of things often called on to do in life: jotting down ideas, authoring something, discussing, making decisions and plans, working out a problem by yourself or with a group, reacting, and...
Examples of things seldom called on to do in life: taking a test on Friday to prove you learned something, giving a book report, reading a paragraph and answering questions
some oral, some written, and some multi-sensory
a variety
actually doing something about the experience and not letting it die on the vine
integrating the child's day around such program opportunities
planning with kids ways to make use of their ideas and curiosities
visualizing program opportunities that will result in deeper and broader concepts for each child

SOMETHING TO THINK ABOUT

WHAT KINDS OF LEARNING ARE IMPORTANT IN TODAY'S WORLD? ARE THESE LEARNINGS BEST TAUGHT BY INTEGRATING A CHILD'S EXPERIENCES OR BY ISOLATING SUBJECTS?

WHY? WHAT DOES THIS MEAN FOR ORGANIZING LEARNING EXPERIENCES?

A CHILD GAINS LANGUAGE POWER BY USING HIS LANGUAGE IN MEANINGFUL SITUATIONS WHERE HE IS ATTEMPTING TO COMMUNICATE HIS OWN IMPORTANT IDEAS TO OTHERS. WHAT SORTS OF ACTIVITIES AND PROCESSES SHOULD BE ENCOURAGED SO THAT THERE ARE NUMEROUS DAILY CHANCES FOR KIDS TO SHARE WITH OTHERS THROUGH MEANINGFUL WRITING AND TALKING?

AN OBJECTIVE WORTH PURSUING

Given a list of questions that the children have raised in their discussion following the trip around the school site, a child will plan appropriate ways to pursue those questions of interest to him by

talking with others
writing for information
visiting the media center
viewing films
seeking out expert help
and...

EXPERIENCES FOR KIDS

sharing experiences - telling, writing, or illustrating something on a purely personal basis

discussing experiences - interacting with what other people say and write

listening to stories - hearing what others have to say through books and relating ideas to one's own experiences

telling stories - organizing one's thinking so that it can be shared orally or in writing in a clear and interesting manner

dictating words, sentences, and stories - choosing from all that might be said orally the most important part for someone else to write and read

writing and drawing independently - recording one's own ideas and presenting them in a form for others to read and enjoy

authoring and illustrating individual books - organizing one's ideas into a sequence, illustrating them, and making them into books

doing more building, exploring, discovering

seeking out others to get additional information

going places and doing things

and...

THINGS TO DO

Add to the list of EXPERIENCES FOR KIDS some other things that tell what humans do naturally and regularly in life as they pursue their interests and meet successfully life's demands.

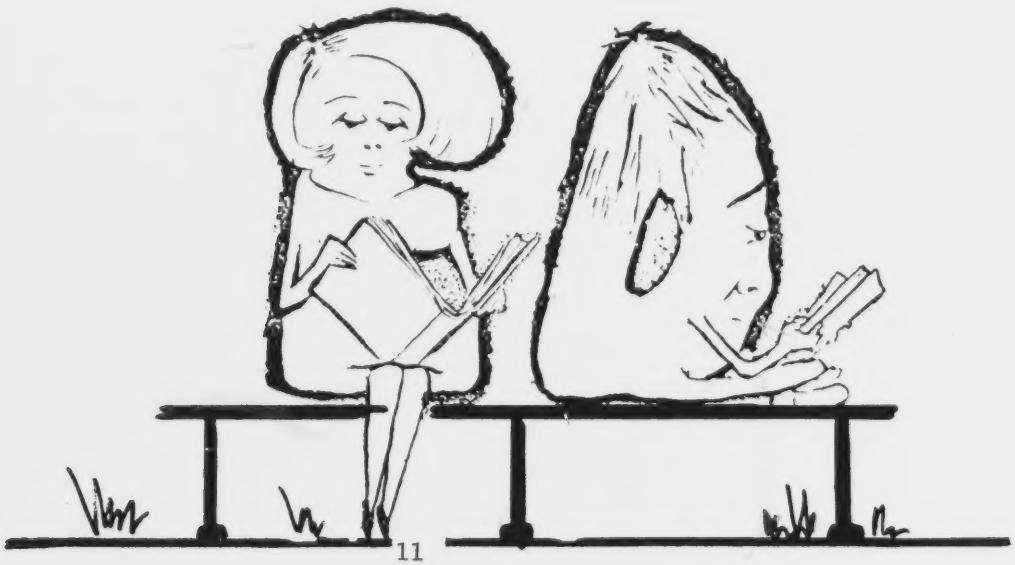
Make a list of what your classroom and your school need so that kids can easily participate in...

constructing
bookbinding
authoring and dictating stories
interviewing
working together with children of differing ages
talking with many interesting people in the community
using the media center for cultural enrichment

Make plans to improve the environment wherever necessary so that kids have easy access to these learning experiences.

Share ways in which you have successfully planned with children so that their interests may be extended and stretched into meaningful enterprises.

Share those activities which you found to be rich in opportunities for learning and which involved children in multiple learnings.



AND IN BECOMING A READER EACH CHILD NEEDS TO EXPERIENCE MANY SUCCESSES IN THIS ENCOUNTER WITH LIFE AND LANGUAGE:

Discovering the structure and style of his own language that contribute to the purposefulness, the effectiveness, the expressiveness, and the beauty of what he says and writes as he communicates with others...and discovering the same things through exposure to the language of many others

a process that involves children in

- talking over their own writing and speaking efforts
- searching for more effective ways to communicate what their ideas are (and what they want to say)
- appreciating what made something especially pleasing or clear in writing or speaking
- continuously coming up with ideas for better ways of saying things

uniqueness
variety
individual appeal
personal adaptability

Those meaningful oral or written segments of the English language that a child recognizes (is aware of, perceives) as useful to hold on to and manipulate in order to make his ideas clearer to others

Just enough about the ways language can be organized to allow him to use his language to serve his purposes

Not a formal grammar study; not a course in linguistics (structural or otherwise)

A child's bird's-eye view and awareness of the syntax, morphology, and phonology of the English language

regularly, daily
has chances to listen to the language of many others who are communicating in various ways for many reasons

is a frequent member of discovery groups that talk over/ponder the language of others they hear or read in print

SOMETHING TO THINK ABOUT

CHILDREN NEED TO ENCOUNTER THEIR OWN LANGUAGE CONTINUOUSLY. WHAT DOES THIS MEAN TO YOU? HOW DOES ONE ENCOUNTER HIS OWN LANGUAGE?

EXPERIENCES FOR KIDS

expanding vocabulary - expanding one's listening, speaking, reading, and writing (including spelling) vocabulary

reading a variety of symbols - reading in one's total environment such things as the clock, calendar, dials, thermometer, menus: what do they say, what do they mean

conceptualizing the relationship of speaking, writing, and reading - reading is getting the message that the writer has recorded by the use of written speech symbols. The reader may express the message in oral speech symbols or only perceive it in his own thoughts

developing awareness of common vocabulary - recognizing that our language contains many common words and patterns of expression that must be mastered for efficient reading

improving style and form - profiting from listening to, reading and studying the form and style of well written material (his own and others)

editing written material that is to be shared with others or preserved for future reference

talking and sharing with others in an effort to communicate thoughts and ideas

sharing beautiful expressions

studying words to find out how they work together and to learn how to express thoughts more precisely

retrieving expressive language modeled by others (often found as rhythmic sounds or patterns of language in poems, stories, and more functional forms of writing) and attempting to produce some of one's own

understanding and appreciating differences in dialect and ethnic styles of expression

reading whole stories and books - reading books for information and pleasure

using a variety of resources to expand vocabulary and improve oral and written expression

deciding how best to organize ideas using various writing forms

sharing understandings of what makes writing and speaking expressive and easily understood by others

and...

AN OBJECTIVE WORTH PURSUING

Given a talk, poem, chart, story, editorial, or the like that he has produced as a result of his investigation of the school site, the child will

proof read and

where necessary, make effective changes in the structure and style of his writing

realize what particular aspects of his structure and style contributed to the expressiveness, communicative value, and beauty of his product

and...

THINGS TO DO

Analyze your classroom environment for the variety of sources of print and spoken language that is readily available to kids. Make a list of what you might need to add to your environment so that it is saturated with quality listening and reading materials.

Describe some ways kids can come to understand more about how their language works for them -- how they use and shape language to communicate their ideas with others. Discuss the importance of this understanding to a child's success in comprehending what others are saying and writing.

Share effective and interesting ways you have helped kids discover elements in the structure and style of stories, poems, and their own language -- and the uses they can make of these elements.

List all the ways kids are called on to use language in their daily lives. Help them discover more about using their language productively in these real-life ways. Decide which language activities should be eliminated from your "school day" because they are too unnatural or little used in the real world.

In helping children discover "just enough" about the structure and style of the English language so they can use it effectively, they do not need to discover all the knowledge about language that is known by a Ph.D. or a college textbook writer. As you observe children using their own language successfully (at any age), what do you observe are the important things about their language and its usefulness which they have already discovered (or are able to use consistently without conscious awareness)?

AND IN BECOMING A READER EACH CHILD NEEDS TO EXPERIENCE MANY SUCCESSES IN THIS ENCOUNTER WITH LIFE AND LANGUAGE:

Gaining an understanding of what others are saying and writing...and relating in personal ways to what has been communicated

the real intent or message of the author

the stuff that must be understood by the receiver in order for the relating to be appropriate

results in the calling forth, evoking, and creating of inner drives to do something

individual comes up with more than the main ideas; he wants to go beyond and decides upon the next steps he wants to take

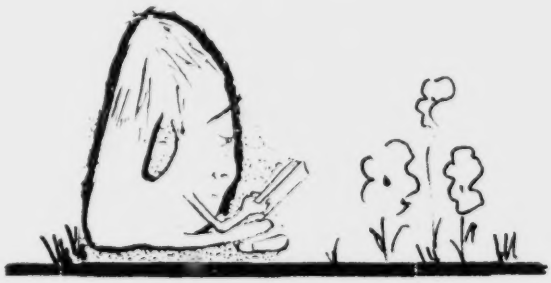
engages in personal meaning-making

recalling, making a connection with, seeing a new meaning, visualizing, creating an idea

depends on awareness of purposes -- the more meaningful and clear the purposes to the listener or the reader, the greater the understanding and the ability to relate

depends on past experiences -- the more experiences and the richer, the better the relating, the comprehending, and the understanding

questioning, inquiring
thinking
feeling
reacting
formulating ideas
concluding
discriminating...
according to why you were listening or reading



SOMETHING TO THINK ABOUT

WHAT TRUE-TO-LIFE EVIDENCES IN A CHILD'S BEHAVIOR CAN A TEACHER OBSERVE THAT WOULD CONVINCE HIM THAT THE CHILD IS RELATING IN PERSONAL WAYS TO WHAT HE HEARS AND READS?

EXPERIENCES FOR KIDS

getting the message -- as stated and implied

summarizing - recalling main impressions and outstanding ideas of what has been read or heard

organizing ideas and information - using various methods of briefly restating ideas in some logical order according to purposes for investigation

integrating and assimilating ideas - using reading and listening for personal interpretation and extension of concepts

reading critically - determining the validity and reliability of statements

relating author's ideas to personal experiences--and personal experiences to the author's ideas

interpreting and extending messages communicated through art prints, music compositions, photographs, sculpture, creative art forms, and the like

seeking out others to dialogue with them in order to clarify ideas

AN OBJECTIVE WORTH PURSUING

Given opportunities to listen to and to read from a variety of sources related to the school site enterprise, the child will

recall needed understandings and information necessary to pursue further his goals

be aware of new ideas and thoughts he has personally formulated

and...

THINGS TO DO

Devise some ways that your school's personnel can learn more about the cultural, travel, ethnic, and recreational experiences that are represented by children in your school community. Capitalize on these experiences in ways that would open doors for other kids to understand more about their friends and to relate to new areas of interest.

Make a list of issues, topics, and real-life problems which the children in your room (and school community) could understand and relate to most effectively and personally because of their past experiences.

Some topics, areas of study, and real-life problems will be hard for children in your school to understand and relate to because their past experiences are limited. Discuss these, and plan ways that your school program must be strengthened to fill in the gaps.

Understanding what others are saying and writing is part of a process of thinking-through, of discussing impressions with others, of seminaring, of verifying and extending insights. What classroom and teaching practices enhance this process?

AND IN BECOMING A READER EACH CHILD NEEDS TO EXPERIENCE MANY SUCCESSES IN THIS ENCOUNTER WITH LIFE AND LANGUAGE:

Acting in appropriate ways upon the ideas that he generates as he interacts with the thoughts of others

producing and using language in many forms

the important end result to keep in mind

a real purpose of living

a final step in the process of listening or reading

can be anything from a mental process to the most comprehensive overt action

action related to the purposes that have been refined and processed in the on-going enterprise

natural extensions

SOMETHING TO THINK ABOUT

IN MAKING PLANS TO FOLLOW THROUGH ON HIS IDEAS, A CHILD HAS NATURAL OPPORTUNITIES TO USE SKILLS (HUMAN, COGNITIVE, AFFECTIVE, MOTOR). WHAT ROLE MUST TEACHERS PLAY TO ESTABLISH AN ENVIRONMENT WHERE SKILLS DEVELOP NATURALLY AS AN INTEGRAL PART OF EACH CHILD'S EFFORT TO IMPLEMENT HIS PLANS?

WHEN YOU TALK WITH CHILDREN ABOUT THEIR PLANS, WHEN YOU OBSERVE THEM CONTINUOUSLY AS THEY ARE "DOING" AND FOLLOWING THROUGH, AND WHEN YOU TALK WITH THEM ABOUT THEIR PROGRESS, IS A TEST A NECESSARY DEVICE FOR DETERMINING NEEDS?

WHAT CONSIDERATIONS MUST FACULTY MEMBERS GRAPPLE WITH AS THEY ATTEMPT TO WORK TOGETHER TO MEET CHILDREN'S EMERGING NEEDS THAT ARE EVIDENT FROM DAY TO DAY?

EXPERIENCES FOR KIDS

writing in various formats
speaking
giving a demonstration
living differently
accepting or rejecting
adopting new values
discussing with others
making something
producing
looking and probing further
purchasing
dramatizing
and...

AN OBJECTIVE WORTH PURSUING

Given the opportunity to talk over and refine the ideas and conclusions he has formulated, the child will

be aware of several important, personally relevant, and meaningful next steps to act on his new learning

choose the most promising plan for achieving his intended goal

call upon, refine, learn the skills necessary to complete the project successfully

and...

THINGS TO DO

Talk about what positive results were observable in children in those situations when they were engrossed in acting upon and carrying out plans that are important to them. Consider such things as...

their use of media
their enthusiasm and enjoyment
their involvement in refining new learnings and skills
their interaction and the kinds of learning that occurred from working together
their understanding of each other
the reactions of their parents
your attitude and role in working with children
the chances for planning with kids that occurred
the room environment and the use of time in the daily schedule
the ways of evaluating growth

Write yourself a personal letter recording your conclusions about how to modify your teaching practices to promote more of these results.

Make a list of the many ways kids could follow through on their ideas by getting active in the school and community. Plan ways to let these involvements occur.

Characterize an action-oriented classroom environment.

DON'T LET GO. TALK TO YOURSELF AND MAKE SOME PERSONAL COMMITMENTS. NOW THAT YOU'RE WELL INTO PROMOTING READING GROWTH IN KIDS, THOU SHALT FOREVER ---

Enable each child to cut his teeth on reading by using only those words and thoughts that come out of his mouth.

Strengthen each child's concept of what reading is by studying only those thoughts, sentences, and words which he likes and which interest him.

Provide many daily first-hand experiences so that each child will continue to build a large reservoir of meanings that enables him, when he sees a symbol, to reach in and grasp an appropriate meaning.

Have it come to pass that each child will be found with a stockpile of favorite words and phrases which he instantly recognizes as the most meaningful symbols of his world.

Help each child to know a special friend to seek out at any time to read together and share books.

Cultivate the charm and ability of a Pied Piper in reading aloud every day to the children who want to listen in order to lead them to enjoy the best in literature.

Leaven the environment daily with interesting objects, ideas, and people to broaden each child's curiosity about his world.

Saturate the environment with enough interesting and easy-to-read materials so that each child finds involvement with print an irresistibly pleasureful experience.

Regularly pull up thine chair along side each child and listen to him read what he wants to share with you. Thou shalt provide whatever help is needed for him to have a successful experience. Thou shalt include no extraneous explanations. (Let good enough alone.) Thou shalt be satisfied that this builds better readers.

De-schedule each child's life so that he has sufficient daily time and a comfortable place of his own choosing to read and find enjoyment.

Bring out the most intriguing questions on each child's mind, and develop with him enough worthy plans of pursuit so that every day is filled with choices for involvement.

Find successful ways for each child to generate language, to share it with others, and to save it for future enjoyment and pleasure. Thou shalt operate a beehive of language production. Thou shalt enable each child to be a successful and productive author.

THINGS TO DO

Study the "thou shalt forever" commandments and sort them according to those you
- understand and are fully committed to
- don't understand
- are not committed to
- find hard to implement
  and...

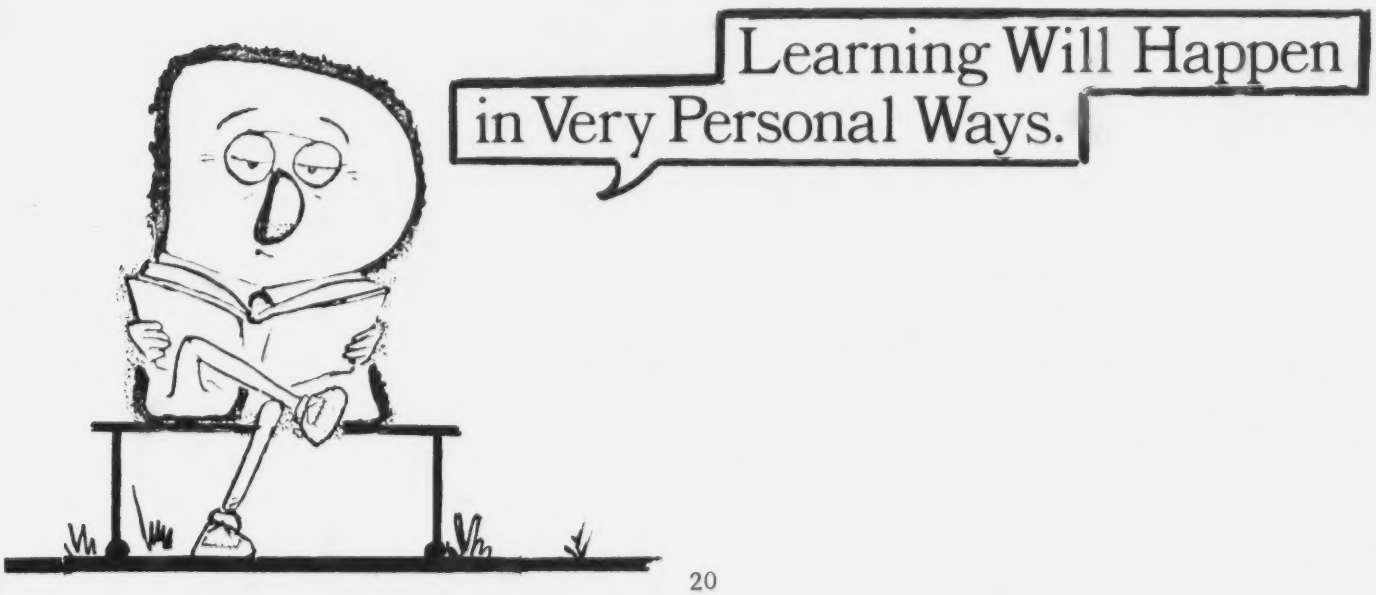
Arrange for time to have seminar discussions with resource personnel in order to study and clarify new understandings.

Look at what is happening in your classroom to see whether or not the commandments you fully accept as useful for promoting reading growth in kids are alive and fully functioning.

Where there is evidence of commandments fully functioning, continue the good work.

Where there is inconsistent evidence that some commandments are being practiced, set goals to increase and improve the practices.

Where there is little or no evidence that some commandments are operating, choose one for intensive work. Use all resources available to help you bring about this practice successfully in your classroom. Continue this process until you get each commandment in which you believe, fully functioning in your classroom.



AND THOU SHALT NEVER AGAIN ---

Keep children busy doing meaningless and boring things which fail to promote growth in using books purposefully.

Segregate all the poor readers in one group.

Set up groups for reading instruction where membership is based on similarity of I.Q. or achievement level.

Label any child in a negative way, lest he lives up to your expectations and returns to haunt you in your dreams.

Allow a child to live in a classroom environment that is poverty stricken.

Schedule a child's time in school so that he has no free time to read-read-read and to enjoy browsing in books.

Pressure or allow a child to engage in any activity in which he knows from the beginning that he is doomed to failure.

Let any child encounter things which are damaging to his self-concept.

Put any obstacle (such as schedules) in the way of a child's freedom to use the media center at any time of need throughout the day.

Teach reading as an isolated subject -- or label a blackboard panel or an interest area "READING".

Promote activities which help convince a child that reading is difficult, or a chore to be done, rather than an experience to be enjoyed.

Force children to sit idly while another reads aloud poorly.

THINGS TO DO

Evaluate your school and teaching practices to discover instances of harmful practices in operation which do not facilitate a child in the process of becoming a reader.

Eliminate (cease, stifle) these practices from the operation of your program and replace them with more helpful experiences that will facilitate a child's growth in reading.

SO, GET WITH YOUR KIDS AND YOUR COLLEAGUES AND PLAN TO PURSUE ---

FIRST TALK OVER SOME MEATY, REAL-LIFE INTERESTS AND CONCERNS OF THE KIDS. CONTRIBUTE IDEAS OF YOUR OWN.

SETTLE ON SOME CHOICE INTRIGUING IDEAS WORTH PURSUING. (SAVE SOME OTHERS AND LET THEM RISE FOR AWHILE.)

THEN THINK THROUGH SOME OVER-ALL GOALS IMPORTANT TO YOU AND THE KIDS. (like getting a more natural mixing of age groups in learning; making wiser use of the community; cutting down on paper-pencil activities)

REMEMBER THAT BECOMING A READER DEPENDS ON:

HAVING REAL-LIFE EXPERIENCES OF INTEREST, WORTH, & MEANING

EXTENDING THESE EXPERIENCES IN NATURAL WAYS

UNDERSTANDING AND RELATING TO WHAT OTHERS SAY & WRITE

DISCOVERING STYLE & STRUCTURE--AND AN UNDERSTANDING OF HOW LANGUAGE WORKS FOR PEOPLE

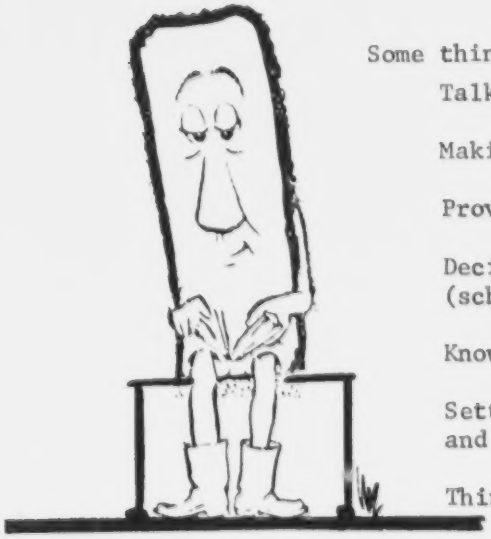
ACTING ON NEW IDEAS THAT ARE GENERATED

SPEND LOTS OF TIME DISCUSSING AND PLANNING WITH KIDS IN ORDER TO DECIDE ON SOME WORTHWHILE EXPERIENCES IN EACH AREA.

PLAN WAYS TO REALIZE TOGETHER WHICH REAL-LIFE SKILLS (HUMAN, COGNITIVE, AFFECTIVE, & MOTOR) CAN DEVELOP NATURALLY THROUGH INVOLVEMENT IN THESE EXPERIENCES.

THEN KEEP TALKING WITH THE KIDS ABOUT THE SUCCESSES YOU'RE ENJOYING TOGETHER.

LEAVE PLENTY OF GROWTH SPACE FOR NEW IDEAS AND PLANS TO EMERGE NATURALLY.



Some things that will help you do a good job:

Talking through questions raised in faculty study...

Making provisions to integrate content areas...

Providing needed human and material resources...

Deciding on facilitating school and teaching practices (scheduling, use of space, use of teacher talents)...

Knowing individual children and providing for differences...

Setting up appropriate interaction between pupils, pupils and teachers, the community...

Thinking through the teacher's role as facilitator...

THINK ABOUT YOURSELF ---

Did you make it possible today for kids to...

Identify topics and ideas worth pursuing -- pose many questions

Use a variety of sources to gather data: people, places, things, books

Talk together and influence each other's thinking

Plan a project with you or with other kids

Make choices among activities

Hear good stories and poems

Get their ideas organized and recorded

Read about their important ideas that they have dictated or recorded -- along with those of others

Organize their knowledge and new ideas into concepts

Think through problems and share concerns

Clarify things they value and plan ways of acting accordingly

Do many things they just plain enjoy

Clarify their strengths and use them widely

Help someone else

Feel very important about something they are able to do

Decide what new abilities would help them perform more ably in life

Make something

Evaluate their own progress

Understand new commitments to learning

Work freely and naturally on their "growing edges"

Stretch their ideas into newer and richer opportunities for involvement

Build on successes and feel proud

Encourage each other

Visit others

See alternative ways of accomplishing an idea

Touch, feel, experience and interpret some new object or idea

AND ---

PUT A LITTLE FUN IN YOUR LIFE:

FREEDOM AND BEYOND
(John Holt, E.P. Dutton, 1972)

TEACHER
(Sylvia Ashton-Warner, Simon and Schuster, 1963)

TEACHER AND CHILD
(Haim Ginott, The Macmillan Co., 1972)

LEARNING TOGETHER
(Elizabeth Drews, Prentice Hall, Inc., 1972)

HELPING CHILDREN READ
(Peggy Brogan and Lorene Fox, Holt, Rinehart and Winston, 1961)

LANGUAGE AND THINKING IN THE ELEMENTARY SCHOOL
(Kenneth Goodman, et. al., Holt, Rinehart and Winston, 1970)

THE CHILD AND HIS CURRICULUM
(J. Murray Lee and Dorris M. Lee, Appleton-Century-Crofts, 1960)

A STUDENT-CENTERED LANGUAGE ARTS CURRICULUM, K-6
(James Moffett, Houghton-Mifflin, 1968)

SCHOOLS ARE FOR CHILDREN
(Alvin Hertzberg and Edward F. Stone, Schocken Books, 1971)

TEACHER'S RESOURCE BOOK FOR LANGUAGE EXPERIENCES IN READING, Vol. I, II, III
(R. Van Allen and Claryce Allen, Encyclopaedia Britannica Educational Corp., 1966-1970)

THE COMMUNITY IS THE CLASSROOM
(Martha Irwin and Wilma Russell, Pendell Publishing Company, 1971)

LEARNING TO READ THROUGH EXPERIENCE
(Dorris Lee and R. Van Allen, Appleton-Century-Crofts, 1960)

READINGS FROM CHILDHOOD EDUCATION: ARTICLES OF LASTING VALUE
(Association for Childhood Education International, 1966)

A PUBLIC SCHOOL FOR TOMORROW
(Marion Nesbitt, Dell Publishing Company, 1967)

THE FOUNDATIONS OF LANGUAGE
(Andrew Wilkinson, The Oxford University Press, 1971)

THE HUMAN CONNECTION: LANGUAGE AND LITERATURE
(Bill Martin, Jr., NEA, Department of Elementary-Kindergarten-Nursery Educators, 1967)

TEACHER'S RESOURCE BOOK FOR LANGUAGE EXPERIENCES IN EARLY CHILDHOOD
(R. Van Allen and Claryce Allen, Encyclopaedia Britannica Educational Corp., 1969)

CURRICULUM FOR TODAY'S BOYS AND GIRLS
(Robert S. Fleming, Charles E. Merrill Books, Inc., 1963)

WILLINGLY TO SCHOOL
(Claire T. Zyve, Round Table Press, 1934)

ATTITUDES AND THE ART OF TEACHING READING
(R. Van Allen, NEA, Department of Elementary-Kindergarten-Nursery-Educators, 1965)

MY COUNTRY SCHOOL DIARY
(Julia Weber Gordon, Dell Publishing Company, 1970)

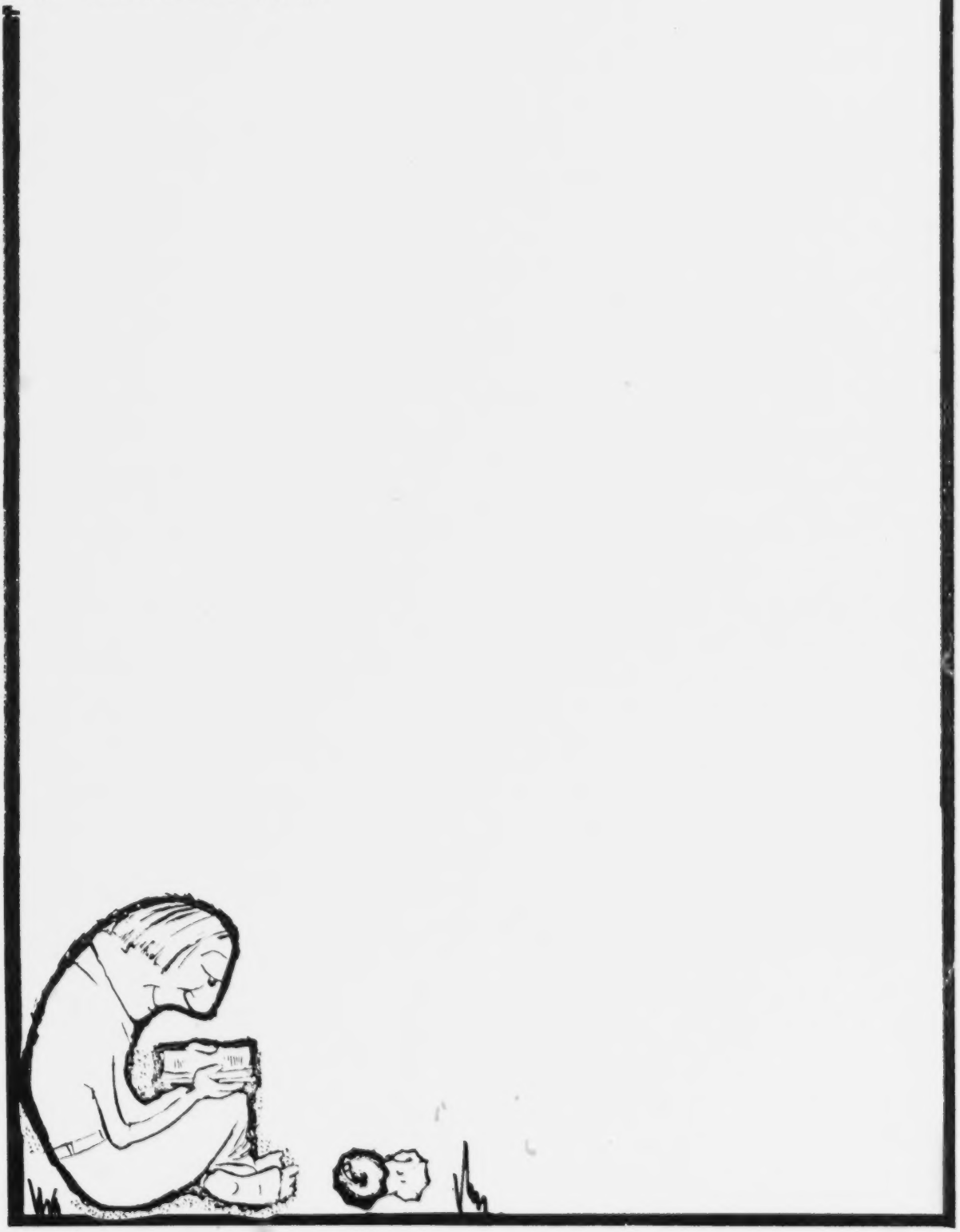
THE SCHOOL GROUNDS AS A SITE FOR INQUIRY
(Montgomery County Public Schools, Maryland, 1970)

DIAGNOSTIC TEACHING
(Dorris M. Lee, NEA, Department of Elementary-Kindergarten, Nursery Educators, 1966)

HOOKED ON BOOKS
(Daniel N. Fader and Elton B. McNeil, Berkeley Medallion Books, 1966)

READING FOR MEANING IN THE ELEMENTARY SCHOOL
(Richard L. Henderson and Donald R. Green, Prentice-Hall, Inc., 1969)

NOW THAT YOU'VE BEEN STUDYING ABOUT HOW KIDS BECOME READERS, WHAT ARE YOU THINKING AND CONCLUDING?



WHAT ARE YOUR PLANS FOR ACTING?

COMING SOON!